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ABSTRACT

The purpose of Project COMPETE is to use previous research and exemplary practices to develop and validate a model and training sequence to assist retarded youth to make the transition from school to employment in the most competitive environment possible. The curriculum described in this project working paper focuses on personal maintenance and development, homemaking and community life, and travel, with the aim of taching severely/profoundly retarded learners to be "independent," defined as exhibiting behavior patterns appropriate to particular settings. In the domain of personal maintenance and development are listed goals related to body maintenance, illness treatment, establishing and maintaining personal relationships, and handling "glitches." The homemaking and community life domain focuses on environmental cleanliness, food, budgeting, social relationships, and handling "glitches." The travel section deals with development of mental maps, use of conveyances, interpersonal interactions while traveling, and handling "glitches." The curriculum was developed for a public school program and aims to assist severely/profoundly retarded learners to become integrated into the community. The goals and objectives included are benchmarks for programming, rather than program goals and objectives per se. The curriculum also provides a list of desirable precursors, which are preexisting skills which are helpful in learning to perform the stated objectives. (JDD)

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Community-Based Model for Public-School Exit and Transition to Employment

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Monroe County Community Schools

CURRICULUM FOR CLASSES
FOR SEVERELY AND PROFOUNDLY
RETARDED LEARNERS

R.B. Dever
Sean T. Hammond
J. Maxine Prather

Working Paper #85-5

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Center for Innovation
In Teaching the Handicapped

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Indiana University
Bloomington, Indiana

September, 1985

INTRODUCTION

The MCCSC Curriculum for Classes for Severely and Profoundly Handicapped Learners is built upon work done previously at the Muscatatuck State Hospital and Training Center (MSH&TC), in Butlerville, Indiana. It was developed simultaneously with another curriculum project in Columbus, Indiana, in the Spring and Summer of 1985. Whereas the Columbus group worked mostly on the Vocational domain, the group in Monroe County worked on three other domains: Homemaking and Community Life, Personal Maintenance and Development, and Travel. This document contains the result of the latter group's work.

The concepts guiding the curriculum are fully explicated in the Taxonomy of Goals and Objectives for Severely Handicapped Persons presented in a series of CITH working papers (#85-1 and #85-2). For the purposes of the present document, it is important to note that the statement of the aim, or the reason for which a curriculum is developed, is fundamental to any curriculum. The aim of the MCCSC curriculum is to teach learners to be "independent", which is defined as follows:

> INDEPENDENCE IS EXHIBITING BEHAVIOR PATTERNS APPROPRIATE TO THE BEHAVIOR SETTINGS THAT ARE NORMALLY FREQUENTED BY OTHERS OF THE INDIVIDUAL'S AGE AND SOCIAL STATUS IN SUCH A MANNER THAT THE INDIVIDUAL IS NOT PERCEIVED AS REQUIRING ASSISTANCE BECAUSE OF HIS BEHAVIOR. (Dever, 1983)

This definition relies on the concepts of "behavior pattern" and "behavior setting" as developed by Roger Barker (1968). Briefly, these terms refer to the fact that human behavior is determined by the setting in which the person is located, i.e., the behavior of a person in any location is far more similar to that of other people in the same location than it is to any single individual's behavior across different locations. For example, when we go to church, we do the things that people do in the church, and when we go to a hardware store we do the things that people do in the hardware store. If, however, we were to go to a hardware store and do the things that people do in church, we would attract very negative attention and the consequences could be severe.

The above definition establishes a clear benchmark for the curriculum developer, in that it specifies what the curriculum should include. In colloquial English, it states that retarded persons should be taught to go where other people go, do what they do there, and not seem to be different because of the way they act. In other words, any curriculum developed under this definition has to be community oriented, and instruction will focus on integration of the learner into the community.

The MCCSC Curriculum was developed for a public school program. Within the context of the schools, it tries to specify whatever can assist severely and profoundly retarded learners to

become integrated into the community. It should be kept in mind that the schools are limited by the nature of their structure, and cannot teach everything that learners must learn in order to become independent. For example, certain homemaking tasks are not easily taught within the school context: tasks such as laundromat usage, menu construction, and storm window changing are best left to other instructional settings that contain all the situational cues for maximizing unassisted task performance (e.g., group homes). Nevertheless, even though some tasks cannot or should not be taught in the schools, it is possible to use the schools to teach many tasks and skills that will prove useful in adult life. This curriculum attempts to list the instructional possibilities for severely and profoundly retarded learners that are inherent in the school setting in Monroe County.

Inspection of the goals and objectives in this document is likely to generate the thought that they are beyond the grasp of most severely and profoundly retarded individuals. It is necessary to keep in mind the fact that these goals and objectives are benchmarks for programming, and are not program goals and objectives per se. In general, it will not be possible to use this document to plan instructional programs directly. Instead, it will be necessary to consider each individual learner relative to the goals and objectives, and develop program goals and objectives as specified in the law that move the individual toward the end points.

This document presents the first draft of the curriculum. It will be used in its present form and modified as problems are discovered. The job begun with this project will be continued, and a curriculum for moderately retarded children will be developed and integrated with the present document. The result will be a unified curriculum for severely handicapped children.

STRUCTURE OF THE CURRICULUM

As stated previously, the MCCSC Curriculum is organized in three domains: Personal Maintenance and Development; Homemaking and Community Life; and Travel. The two other domains covered in the Taxonomy (Vocational and Leisure) are set forth in other papers in this series, as are the two major developmental areas: motor and language. The contents of the MCCSC curriculum are as follows:

Personal Maintenance and Development

This domain focuses on the things people must learn in order to take care of their bodies, and to establish and maintain personal relationships with family and friends. In contrast to the other domains, which focus on the environment and travelling through it, this domain is concerned exclusively with the person and his or her relationship to the self.

Every instructional program should focus on teaching learners to keep themselves in good physical condition, both in terms of cleanliness and appearance, and in terms of health. They should learn how to keep clean and well groomed, dress for weather conditions, location, and situation, and perform exercise that will keep their bodies in the best condition possible.

The Personal Maintenance and Development Domain has its own unique set of interpersonal relationships. Everyone should learn to make and maintain friendships with members of both sexes, and to maintain the most stable relationships possible with other family members. It is also important to learn how to handle problem relationships, e.g., those involving incest or abuse.

And finally, as in each of the other domains, application of Murphy's Law is possible: "If anything can go wrong, it will." Too often, instructional personnel train low-functioning learners to go through smooth linear days, i.e., at 8 a.m. something happens, and at 9:15 a.m. something else happens, etc. Unfortunately, days seldom go so smoothly in the real world. To integrate severely handicapped persons into the community, it is necessary to teach them to handle the "glitches." That is, they must learn not only that things can and do go wrong, but also that they can take steps to get events back on track.

Homemaking and Community Life

This domain focuses on the things people must learn to do to live in a neighborhood and community, and to maintain relationships with neighbors and other local people. It has many facets.

For example, learners must find out how to keep their living environment neat and clean (inside and outside of the living quarters), to care for their clothing and other fabrics, and to maintain whatever cleaning supplies and equipment there may be. In school settings these tasks take different forms than they do in homes and neighborhoods. Nevertheless, many homemaking skills can be taught in school that will be useful in later life. Learners must also learn to deal with food. In school, most instruction will focus on eating in public places, such as the cafeteria, but some instruction in food preparation and storage can be carried out as well. Money management is also important for severely handicapped persons, although the schools are limited as to the amount of instruction they are able to carry out in this area.

The Homemaking and Community Life domain includes its own particular set of interpersonal relationships. If one does not know how to foster appropriate relations with the neighbors, community merchants, service personnel and the local police, it is very possible to get into a position of being excluded from the community, i.e., to get placed in an institution, or even prison. Like all interpersonal relationships, the ones in this

domain can get very complicated. Not only are people obligated to do certain things, they are also obligated to not do certain other things. For example, when neighbors have guests for an outdoor party, one must not go over to the neighbor's yard uninvited.

Finally, like all the other domains, this one has "glitches" that learners must be taught to handle. When equipment breaks down, when schedules change, or when emergencies arise, the learner must be able to cope with them.

Travel

The Travel domain connects the person with the rest of the world. If learners do not learn how to move about their community without extraordinary assistance, they will not be able to hold jobs, take care of their personal needs, or do their homemaking chores.

Travel through the community requires that "mental maps" of the community be developed. That is, one must know the locations of various places in the community before one can go to them unassisted. Then, it is also necessary to know how to use the conveyances on which one will travel to those places.

Travel involves interpersonal contacts with fellow travelers and the officials who provide transportation. The learner must be able to interact appropriately with these people or run the risk of attracting negative attention.

And finally, travel has its "glitches" that each learner must know how to handle. Accidents, equipment breakdowns, schedule changes, etc., all can cause problems and must be dealt with by independent persons.

USE OF THE CURRICULUM

In its present form, this curriculum presents a list of tasks and skills that severely and profoundly retarded learners could be taught within the context of the public schools. It does not provide a sequence in which these tasks and skills should be taught, nor does it indicate which tasks and skills would complement which others. Actually, the curriculum does little more than set the parameters of instruction in the form of goals and objectives.

The present document does not provide an assessment system. Obviously, a learner who has not yet learned to roll from prone to supine, to chew and swallow solid foods, or to track a moving light is not ready to begin learning how to vacuum the classroom rug. But a learner who can carry a full cafeteria tray unassisted, use the regular school toilets and find the gym may well be ready to do so. In its present state, the curriculum

leaves a great deal of room for teacher judgement relative to which objectives should be met first.

However, there is one way in which this document attempts to assist the process of deciding which task to teach "next." It provides lists of Desirable Precursors. A "precursor" is defined as "that which comes before," and Desirable Precursors provide a lists of things that would be helpful if a learner could do them.

A Desirable Precursor is not to be confused with "prerequisite". Until recently, many teachers assumed that the presence of certain skills was required before learners could begin learning others. It has now become apparent that there are very few true prerequisites to the tasks listed in this curriculum. For example, counting from one to one hundred and making change for a dollar was often considered prerequisite to learning to make purchases. However, as White (1980) shows, a learner who can count to ten can learn to make purchases up to $11.00 by looking at a price tag, counting out a number of dollars equal to the number to the left of the decimal, and adding one more dollar for the numbers to the right of the decimal. Clerks will make the correct change for people who do this much. In other words, by changing the manner in which an "impossible" task is performed, it becomes possible to teach learners to perform it despite the fact that they lack the "prerequisites."

Desirable Precursors are tasks and skills the presence of which is helpful in learning to perform the tasks listed as goals and objectives. That is, a learner who can count to 100 and make change for a dollar will not have to learn an adapted method for making purchases. Such a learner could begin learning to use ordinary methods for performing the task. In addition, the learner who exhibits the desirable precursors will be able to be more flexible in performing the task than will the learner who cannot, i.e., the learner who must learn an adapted method for performing the task will have more difficulty in handling "glitches" than the learner who does things the way everyone else does them. Therefore, it is appropriate to attempt to teach the desirable precursors. If a learner does not learn them, however, all is not lost.

The Desirable Precursors should be part of the learner's instruction. But because each learner has so many things to learn, they should not be considered the only things to teach. The programs of younger learners should attend to them more than the programs of older learners. In fact, the older the learner, the more willingly the teacher should consider making adaptations in task performance that would allow the learner to perform a task when he or she lacks the desirable precursors.

Taking the above into account, then, the statement can be made that this curriculum provides a means to make group decisions concerning which classes should attempt to teach which

tasks and skills. It is a teacher's tool for decision-making, but it is not a classroom tool, i.e., it provides benchmarks for deciding what should be taught, but does not provide instruments for discovering what each learner knows and what should be included on IEPs. Despite its limitations, it is a powerful tool because it provides information teachers need to coordinate instruction across classes and schools.

OTHER IMPORTANT DOCUMENTS

This curriculum stands alone in some respects, but other documents will prove to be very helpful in developing instructional programs. Chief among them are the following:

1. Muscatatuck State Hospital and Training Center Curriculum (Dever, 1983). This document was the first work in this series, and was printed by the state hospital. It is available from Muscatatuck for a small fee to cover duplication. It is currently being used as the hospital's major assessment and programming instrument. It focuses on teaching the very earliest skills, e.g., those involved in eating, dressing, travel, etc. Skills are arranged by difficulty of instruction, with the least difficult listed first (beginning with swallowing) and the most difficult last (e.g., finding toilets in units other than the learner's living units). To obtain a copy, write to Emily Jo Haak, Director, Module 1, Muscatatuck State Hospital and Training Center, Butlerville, IN. The cost, at this writing, was $5.00.

2. Project COMPETE Vocational Taxonomy (Dever, in press). This document contains the vocational work developed in Columbus, Indiana, simultaneously with the MCCSC work. The next task will be to use the vocational taxonomy to generate a vocational curriculum for Project COMPETE. It will be printed as another working paper in this series.

3. MCCSC Thesaurus of Instructional Objectives for IEP's. This document was written for the MCCSC computers, and contains a list of IEP objectives. It draws upon both the MCCSC curriculum, and the motor and language developmental curricula for its objectives.

4. Motor and Language Curricula (Dever, 1985). This document contains the only "developmental" curricula in this series. They were made possible by the wealth of information and theory in these two areas, and allow precise analysis of learner developmental needs in the two instructional areas.

5. Project COMPETE Taxonomies of Instructional Goals and Objectives for Severely Handicapped Learners: Homemaking and Community Life, Travel, and Leisure Domains (Dever, in press). These documents contain the rest of the work on the taxonomy. They are in working paper form, and will be used to verify the taxonomy in the coming year.

References

Barker, R. (1968). Ecological psychology: Concepts and methods for studying the environment of human behavior. Stanford, CA: Stanford University Press.

Dever, R. B. (1983). Muscatatuck State Hospital and Training Center Curriculum. Butlerville, IN: Muscatatuck State Hospital and Training Center.

White, O. (1980). Adaptive performance objectives: Form vs. function. In W. Sailor, B. Wilcox, & L. Brown (Eds.), Methods of instruction for severely handicapped students. Baltimore: Paul H. Brookes.

PERSONAL MAINTENANCE AND DEVELOPMENT

Everyone must learn to take care of his/her own person, in terms of both physical illness and interpersonal relationships with family and friends. In teaching learners within the context of the school, there are many tasks that can transfer directly to life beyond school. These items relate primarily to cleanliness, grooming, and illness prevention and treatment. Maintenance of friendships and some handling of interpersonal relationship problems can also be approached within the context of the school program, as can some of the personal "glitches" everyone encounters.

P I Goals Related to Body Maintainance

P/I: A <u>The Learner Will Maintain Personal Cleanliness</u>

1. Wash hands and face
2. Use public shower facilities
   - 2.01 School gym
   - 2.02 City athletic facilities
3. Shampoo hair
4. Brush teeth
5. Clean nails
6. Clean nose
7. Use public toilets
   - 7.01 School
   - 7.02 Fieldtrip locations
8. Care for menses (female)
9. Care for skin
10. Change dirty clothing
    - 10.01 Underwear
    - 10.02 Outer clothing
11. Other

P/I: B <u>The Learner Will Groom Self</u>

1. Keep hair trimmed and neat
   - 1.01 Barber (males)
   - 1.02 Hairdresser (females)
2. Comb/brush hair
3. Shave
   - 3.01 Face (males)
   - 3.02 Legs and underarms (females)
4. Trim nails and push back cuticles
5. Use deodorant
6. Use makeup (Females)

P/I: C <u>The Learner Will Dress Appropriately</u>

1. Follow local clothing style(s)
2. Repair or discard worn clothing
3. Coordinate clothing colors and patterns
4. Maintain clothing cleanliness
   - 4.01 Washing
   - 4.02 Dry cleaning
   - 4.03 Brushing
5. Maintain clothing neatness
   - 5.01 Fit
   - 5.02 Adjustments
6. Wear clothing appropriate to activities
   - 6.01 Formal
   - 6.02 Leisure
   - 6.03 Sports
   - 6.04 Work
7. Wear clothing appropriate to location
   - 7.01 Indoors/outdoors
   - 7.02 Formal/informal
   - 7.03 Other
8. Wear clothing appropriate to weather conditions

	HOT	WARM	COOL	COLD
FAIR				
PRECIP.				

P/I: D <u>The Learner Will Maintain Wakefulness During School Activities</u>

1. Establish appropriate sleep patterns
   - 1.01 Learner's sleep requirements
   - 1.02 External factors
     - 1.02.01 Activity schedule
     - 1.02.02 Other
2. Follow established sleep pattern

P/I: E <u>The Learner Will Eat Lunch and Snack at Appropriate Times</u>

1. Select balanced meals
   - 1.01 Food groups
   - 1.02 Variety
   - 1.03 Liquids
2. Select nutritious snacks
3. Control quantity of food to maintain appropriate weight
4. Follow diet (when prescribed)

P/I: F The Learner Will Exercise Regularly

1. Develop balance
2. Develop strength and endurance
   - 2.01 Cardiovascular condition
   - 2.02 Skeletal muscle condition
3. Develop locomotion
4. Develop manipulation
   - 4.01 Grips
   - 4.01 Strength
   - 4.02 Eye-hand coordination

P/I: G The Learner will Maintain Substance Control

1. Identify substances
   - 1.01 Alcohol
   - 1.02 Tobacco
   - 1.03 Chemicals
   - 1.04 Other
2. Control use of substances

PP I: Desirable Precursors

PP/I A Identify: snow, rain, fair; hot, cold, warm, cool; eating locations; hungry; thirsty; materials for personal cleanliness; equipment for personal cleanliness; locations for performing tasks; clothing cleaning materials and equipment; body parts; clothing types; locations for tasks; activity changes; colors; patterns (solids, stripes, checks, etc.);

PP/I B Discriminate: settings: ("formal/informal", "work/recreation/home","indoors"/"outdoors"); "cold weather clothing/warm weather clothing"; "activity/non-activity"; "worktime/bedtime"; "food/non-food"; "clean/non-clean"; "neat/not neat"; "hot/cold"; "exercise"/"non-exercise"; "mine/not mine"; "clear/not clear"; "wet/dry"; "tired/not tired";

PP/I C Use: dagger grip; scissors grip; pincer grip; toilets;

PP/I D Other: Dress and undress: pants, shirts, dress, shoes, socks/hose, underwear (male or female), coats, hats, gloves, boots, rubbers; Participate in: daily routine; Eat: a variety of foods;

P II: Goals Related to Illness Treatment

When we get ill, we must treat the illness. For some severely handicapped people, "treatment" means simply submitting to the ministrations of others. Some, however, will be able to learn how to clean and bandage a cut, treat a burn, and discriminate between an ordinary headcold and more serious illnesses.

P/II A: <u>The Learner Will Follow First-aid Procedures</u>

1. Identify existence of pain/injury/illness
2. Identify type of pain/injury/illness
   - 2.01 Cuts
   - 2.02 Scrapes
   - 2.03 Splinters
   - 2.04 Sprains
   - 2.05 Burns
   - 2.06 Headaches
   - 2.07 Diarrhea
   - 2.08 Minor illness
     - 2.08.01 Colds
     - 2.08.02 Flu
     - 2.08.03 Other
3. Identify severity of pain/injury/illness
4. Locate pain/injury on body
5. Care for injury
   - 5.01 Cleanliness
   - 5.02 Bandages
   - 5.03 Medications

P/II: B <u>The Learner Will Seek Assistance When Injured, in Pain, or Ill</u>

1. Inform responsible person
   - 1.01 Teacher
   - 1.02 School nurse
   - 1.03 Aide
   - 1.04 Telephone 911
   - 1.04 Other
2. Submit to treatment
   - 2.01 School nurse
   - 2.02 Classroom
     - 2.02.01 Toilet for vomiting/diarrhea
     - 2.02.02 Cot for resting/sleeping
     - 2.02.03 Other
   - 2.03 Medication(s)

P/II: C The Learner Will Participate in Recuperation Procedures

1. Follow prescribed medication procedures
   - 1.01 Submit to shots
   - 1.02 Take medication
   - 1.03 Other
2. Name medications being taken
3. Indicate medication schedule
4. Indicate amount of medication
5. Record response to medication

PP II (Desirable Precursors)

PP/II A Identify: self; body parts; illness; nurse's office; soap; water; bandaid; medicine; shots; pain; responsible person

PP/II B Discriminate: "pain/non-pain"; "ill/not ill"; "debilitating/non-debilitating" illness; "debilitating/non-debilitating" injury; "medication/other ingestibles"

PP/II C Use: Telephone; soap and water; bandaids

PP/II D Other: State: name of parent/guardian; home address; medications schedule; allergies; doctor's name; parent's place of work; home address and telephone number; own full name; age; parent's employer; Submit to: illness screening procedures; Swallow; Open medicine bottle;

P III: Goals Related to Establishing and Maintaining Personal Relationships

Severely handicapped learners live in the same social world as the rest of us, and must follow the same rules of conduct as everyone else. In the P Domain, these rules refer to those governing relationships between family members and friends.

P/III: A <u>The Learner will Interact Appropriately With Family</u>

1. Perform required interactions
   - 1.01 Parents/guardians
   - 1.02 Siblings
   - 1.03 Secondary family members
2. Refrain from required non-interactions
3. Observe demeanor requirements within the family
   - 3.01 Allowed behaviors
   - 3.02 Disallowed behaviors
   - 3.03 Social amenities
4. Observe conversational constraints within the family
5. Respond to inappropriate conduct of family members
   - 5.01 Identify problem
     - 5.01.01 Incest
     - 5.01.02 Abuse
     - 5.01.03 Neglect
     - 5.01.04 Other
   - 5.02 Inform responsible person
6. Respond appropriately to emotional responses of family
7. Make appropriate emotional responses and overtures to family members

P/III: B <u>The Learner Will Make Friends</u>

1. Identify potential friends
   - 1.01 Same sex
   - 1.02 Opposite sex
2. Make appropriate overtures
3. Make friends

P/III: C <u>The Learner Will Interact Appropriately With Friends</u>

1. Perform required interactions
   - 1.01 Same sex
   - 1.02 Opposite sex
2. Refrain from required non-interactions
3. Observe demeanor requirements
   - 3.01 Allowed behaviors
   - 3.02 Disallowed behaviors
   - 3.03 Social amenities
4. Observe conversation constraints
5. Respond appropriately to inappropriate conduct of friends
   - 5.01 Manipulation
   - 5.02 Harassment
   - 5.03 Teasing
   - 5.04 Abuse
   - 5.05 Other
6. Make appropriate response to emotions of friends
7. Make appropriate emotional responses to friends

P/III: D <u>The Learner Will Respond Acceptably to Sexual Needs</u>

1. Identify sexual needs
2. Respond to social constraints in satisfying sexual needs

PP III (<u>Desirable Precursors</u>)

PP/III A <u>Identify</u>: present location; current activity; emotions (pleasure, happy, anger, fear, hate pride, other); family members; peers; "responsible person"; emotions; neglect; abuse; tired; sad; confused; surprised;

PP/III B <u>Discriminate</u>: "self/others"; "male/female"; "peer/other"; "touch/no touch"; "classmates/staff"; "schoolpeople/non-schoolpeople"; "parents/sibs"/"secondary family members"; "problem/non-problem"; "family/non-family"; "required response/non-required response"

PP/III C <u>Use</u>: Social amenities: "please", "thank you", "sorry", "you're welcome"; body language to accompany social amenities;

PP/III D <u>Other</u>: <u>Share</u> when appropriate;

P IV: Goals Related to The Handling of "Glitches"

P/IV: A <u>The Learner Will Respond Appropriately to Schedule Changes</u>

1. Cope with sleep pattern disruptions
   - 1.01 Insomnia
   - 1.02 Activity induced
   - 1.03 Illness/injury induced
   - 1.04 Other
2. Cope with changes in daily routine
   - 2.01 Classroom routine
   - 2.02 School routine
   - 2.03 Home routine
3. Holidays
4. Weather days

P/IV: B <u>The Learner Will Respond Appropriately to Unexpected Equipment Breakdowns and Materials Depletions</u>

1. Repair or replace broken equipment
   - 1.01 Grooming
   - 1.02 Personal cleaning
2. Replace depleted materials
   - 2.01 Grooming
   - 2.02 Personal cleaning

P/IV C <u>The Learner will Obtain Necessary Assistance in Maintaining Relationships with Family and Friends</u>

1. Identify problems in personal relationships
   - 1.01 Family
   - 1.02 Friends
2. Seek assistance in coping with problems
   - 2.02 Family members
   - 2.02 Friends
   - 2.03 Professionals
   - 2.04 Other

PP IV (<u>Desirable Precursors</u>)

PP/IV A <u>Identify</u>: personal possessions; family members; friends; holidays

PP/IV B <u>Discriminate</u>: "empty"/"full"; "functional"/"non-functional"; "tired"/"rested; "mine/yours"

PP/IV C <u>Use</u>: personal cleaning materials and equipment; possessions

PP/IV D <u>Perform</u>: daily personal maintenance schedule; daily sleep schedule;

DOMAIN H:
HOMEMAKING AND COMMUNITY LIFE

In teaching retarded learners within the context of the school program, there are many tasks that are similar to those required for living in a home and a community. They relate primarily to environmental cleanliness, food, budgeting, social relationships, and handling "glitches" (i.e., manifestations of "Murphy's Law").

H II: Goals Related to Community Life Routines

H/II: A <u>The Learner Will Keep the Classroom and School Building Neat and Clean</u>

1. Vacuum classroom rug
2. Dust
   - 2.01 Shelves
   - 2.02 Blinds
   - 2.03 Hard surface furniture and equipment
3. Wash
   - 3.01 Spots and fingerprints around doors
   - 3.02 Spots and fingerprints around light switches
   - 3.03 Interior windows
   - 3.04 Sinks and toilets
4. Tidy room
   - 4.01 Clutter
   - 4.02 Spills
5. Remove waste daily
6. Store
   - 6.01 Classroom learning materials
   - 6.02 Classroom cleaning materials

H/II B <u>The Learner Will Care for Classroom Clothing and Linens</u>

1. Store
   - 1.01 Dirty clothing and linens
   - 1.02 Clean clothing and linens
2. Machine wash and dry classroom clothing and linens
4. Inform responsible person of torn clothing/linens

H/II: C The Learner Will Maintain Classroom Supplies and Equipment

1. Obtain fresh supplies when needed
2. Store supplies and equipment
3. Discard empty containers

H/II: D The Learner Will Respond to Changes in the Seasons

1. Respond to temperature changes
   - 1.01 Heat
   - 1.02 Air conditioning
2. Respond to environmental changes
   - 2.01 Plants
   - 2.02 Precipitation

H/II: E The Learner Will Maintain Exterior of Classroom

1. Pick up and discard debris from exterior of building
2. Store outdoor equipment after use
3. Tend garden
4. Avoid and report dangerous plants (e.g., poison ivy)
5. Clear snow from walk

H/II: F The Learner Will Maintain Foodstock

1. Obtain food supplies
2. Store food supplies
   - 2.01 Canned goods
   - 2.02 Packaged dry goods
   - 2.03 Other

H/II: G The Learner Will Use the School Cafeteria

1. Obtain food in cafeteria line
   - 1.01 Tray
   - 1.02 Utensils and napkins
   - 1.03 Foods
   - 1.04 Payment
2. Eat at cafeteria table
3. Clean up
   - 3.01 Waste food
   - 3.02 Waste paper
   - 3.03 Dirty tray and utensils

H/II: F The Learner Will Budget Money

1. Perform tasks for pay
2. Cash paycheck
3. Allocate money to make purchases
4. Make purchases
   - 4.01 Machines
   - 4.02 Stores

HP II (Desirable Precursors)

HP/II A Identify: "Responsible person"; linens; holes and tears in cloth; storage areas; clothing; snow; storage areas; waste; scraps & other clutter items; recycle materials; rug; blinds; desks; walls; closets and other storage areas; doors; depleted supplies; money; paycheck; cafeteria; food; tray; eating utensils; classroom learning materials; trashcan; light switch; vacuum; shelves; dusting materials; cleaning supplies; bathroom sink; toilet; seasons

HP/II B Discriminate: "clean/not clean"; "dirty/not dirty"; "functioning/non-functioning" "debris/non-debris"; "waste/recycle"; "weed/garden plant"; "sidewalk/non-sidewalk"; "free/cost"; "indoors/outdoors"

HP/II C Use: bathroom; sinks; cleanser; mop; broom; soap; towel; scrubbrush; classroom learning materials; furniture apropriately; outdoor equipment appropriately; money in exchange for goods

HP/II D Other: Develop: strength and endurance sufficient for above tasks; Movements: scoop, stir, release, stack; Dress: self; Fold: clothing and linens; Locate: refuse containers; Locate: bank

H III: Goals Related To Co-Existing in a Neighborhood and Community

A major area of instruction for all retarded people involves "how to act" when in the company of others. Within the context of the school program, it is possible to teach learners to do many things relative to many people. The school itself, after all, is a community, and contains people filling many different roles.

H/III: A The Learner Will Interact Appropriately With Others in the School and Community

1. Perform required Interactions
   - 1.01 Persons within the school community
     - 1.01.01 Teachers
     - 1.01.02 Aides
     - 1.01.03 Classroom peers
     - 1.01.04 Children in other classrooms
     - 1.01.05 Teachers and aides in other classrooms
     - 1.01.06 Volunteers
     - 1.01.07 Director/Principal
     - 1.01.08 Service personnel: secretary, janitor, cafeteria personnel, etc.
     - 1.01.09 Ancillary staff: PT, OT, Speech Therapist, Music/Art teachers, etc.
   - 1.02 Persons external to the school community
     - 1.02.01 Merchants
     - 1.02.02 Service personnel
     - 1.02.03 Law enforcement personnel
     - 1.02.04 Others
2. Refrain from required non-interactions
3. Observe demeanor constraints
4. Observe conversational constraints
   - 4.01 Topics
   - 4.02 Length
5. Exhibit appropriate body language
   - 5.01 Stance
   - 5.02 Posture
   - 5.03 Head positions
   - 5.04 Arm positions
   - 5.05 Leg positions

H/III: B The Learner Will Respond to the Inappropriate Conduct of Others

1. Observe inappropriate conduct of others
   - 1.01 Harassment
   - 1.02 Aggression
   - 1.03 Manipulation
   - 1.04 Rudeness
   - 1.05 Cheating
   - 1.06 Other
2. Respond to inappropriate conduct
   - 2.01 Seek assistance
   - 2.02 Ignore
   - 2.03 Escape
   - 2.04 Other

H/III: C The Learner Will Observe the Requirements of the Law

1. Refrain from illegal acts
   - 1.01 Stealing
   - 1.02 Public sexual acts
   - 1.03 Disturbing the peace
   - 1.04 Other
2. Observe laws
   - 2.01 Traffic
     - 2.01.01 Conveyance use
     - 2.01.02 Pedestrian
   - 2.02 Use of community facilities
     - 2.02.01 Stores
     - 2.02.02 Public restrooms
     - 2.02.03 Public rest areas
     - 2.02.04 Public parks
     - 2.02.05 Other public facilities
   - 2.03 Other

H/III: D The Learner Will Carry out Civic Responsibilities Within the School Program

1. Attend meetings
   - 1.01 Assemblies
   - 1.02 Clubs
   - 1.03 Other
2. Perform volunteer work
   - 2.01 Clubs
   - 2.02 Events
   - 2.03 Other
3. Register for Draft

HP III (Desirable Precursors)

HP/III A Identify: being addressed; criteria for performance; ownership; body parts

HP/III B Discriminate: "self/other"; "animate/inanimate"; "family/non-family"; "friend/non-friend"; "peer/non-peer"; "authority/non-authority"; "male/female"; "interact/non-interact"; "stop/go"; "touch/no touch" (for both people and objects); "noise/meaningful sound"; "loud/soft"; "group/non-group; "rude/polite"; "allowed/not allowed behavior"; "approachable/non-approachable person; "mine/yours"

HP/III C Use: English sentence patterns/semantic patterns/words/prosodic patterns (or substitutes, e.g., in Sign or communication boards); toilet facilities; sinks

HP/IV D Other: Locate: sound sources; Orient: toward speaker; Observe: property ownership rules; body space rules; Complete: tasks as directed; Request: directions for task performance; Make: friendships; Make: mark; Remain: seated for one hour; Respond: appropriately to directions; Follow classroom routine

H IV: Goals Related to the Handling of "Glitches"

"If anything can go wrong, it will" (Murphy's First Law). Many retarded learners have difficulty handling the unexpected. Unfortunately, the unexpected is not only bound to happen, ordinarily it happens a lot. Rather than shielding learners from it, we must teach them to handle it.

H/IV: A <u>The Learner Will Respond to Equipment Breakdowns</u>

1. Observe that equipment is broken
   - 1.01 Cleaning equipment
   - 1.02 Washing equipment
   - 1.03 Food preparation equipment
   - 1.04 Maintenance equipment
   - 1.05 Instructional equipment
   - 1.06 Other classroom equipment
2. Inform responsible person of broken equipment
3. Repair or replace broken equipment

H/IV: B <u>The Learner Will Respond to Unexpected Materials Depletion</u>

1. Observe that materials are depleted
   - 1.01 Cleaning materials
   - 1.02 Maintenance materials
   - 1.03 Classroom materials
   - 1.04 Work materials
   - 1.05 Food
     - 1.05.01 On cafeteria line
     - 1.05.02 At family style meals
2. Inform responsible person of depleted materials
3. Replace depleted materials

H/IV: C <u>The Learner will Respond Appropriately to Disruptions of the Daily Routine</u>

1. Cope with interruptions
   - 1.01 Company
   - 1.02 Drills
   - 1.03 Ancillary personnel disruptions
   - 1.04 Assemblies
   - 1.05 Intercom
   - 1.06 Tours
   - 1.07 Staff absences
   - 1.08 Other
2. Holidays
3. Early completion of chores
4. Other

H/IV: D The Learner Will Respond Appropriately to Abrupt Changes in the Weather

1. Temperature
   - 1.01 Clothing changes
   - 1.02 Building modifications
     - 1.02.01 Thermostat changes
     - 1.02.02 Window changes
2. Precipitation
   - 2.01 Clothing changes
   - 2.02 Protective equipment
   - 2.03 Building modifications
     - 2.03.01 Windows
     - 2.03.02 Screens
     - 2.03.03 Other

H/IV: E The Learner Will Respond to Emergencies

1. Fire
2. Storms
   - 2.01 Tornado
   - 2.02 Thunderstorms
   - 2.03 Other
3. Injuries/illnesses
   - 3.01 Self
   - 3.02 Other persons

HP IV (Desirable Precursors)

HP/IV A Identify: "Functional/non-functional"; changes in seasons; "emergency"; holidays; company; equipment; material; hot; cold, rain, snow

HP/IV B Discriminate: "empty/full"; "sharp/not sharp"; "some/none"; "many/few"

HP/IV C Use: materials listed

HP/IV D Other: Demonstrate: emergency procedures during drills; Specify: daily routine; Dress: self

TRAVEL

Another skill needed by everyone is the ability to move about their community independently. Travel skills are necessary in order to go to work, obtain food and supplies, pay bills, go to church, and develop an array of entertainment opportunities, among other things. To travel around the community, it is necessary not only to learn to use the various means of conveyance (such as busses and taxis), but also to develop mental maps of the community. That is, it is just as necessary to know where one is going as it is to know how to get there. In addition, there are a number of time concepts necessary to travel, e.g., in figuring how early to leave to get a bus that will get you to the movie in time to see the show. Within the context of the school, many travel skills can be taught that will help prepare learners for life in the community. It begins with learning how to travel about the classroom, and progresses outward in concentric circles into the community.

T I Goals and Objectives Related to the Development of Mental Maps

T/I: A <u>The Learner Will Travel Routes Within the School Environment</u>

1. Travel to areas within the homeroom
   - 1.01 Own desk
   - 1.02 Toilet
   - 1.03 Sinks
   - 1.03 Other's desks
   - 1.04 Storage areas
   - 1.05 Other
2. Travel to frequented locations from homeroom
   - 2.01 Cafeteria
   - 2.02 Gymnasium
   - 2.03 Music room
   - 2.04 Art room
   - 2.05 Bus stop
   - 2.06 Other
3. Travel to other rooms from homeroom
   - 3.01 Other special education room(s)
   - 3.02 Office
   - 3.03 Nurse's office
   - 3.04 Student lounge
   - 3.05 Teacher's lounge
   - 3.06 Other
4. Travel to outdoor areas from homeroom
5. Travel to drill locations from homeroom
   - 5.01 Fire
   - 5.02 Tornado
   - 5.03 Other
6. Travel to homeroom from above locations
7. Travel from one location to another

T/I: B Identify Function and Locations of Various Community Facilities

1. Travel to stores
   - 1.01 Grocery store(s)
   - 1.02 Drug store(s)
   - 1.03 Discount and department store(s)
   - 1.04 Shoe store(s)
   - 1.05 Clothing store(s)
   - 1.06 Hardware store(s)
   - 1.07 Beauty shops
   - 1.08 Variety stores
   - 1.09 Gift shops
   - 1.10 Music store
   - 1.11 Bakery
   - 1.12 Ice cream store
   - 1.13 Natural foods store
   - 1.14 Shopping center
   - 1.15 Other
2. Travel to medical assistance
   - 2.01 Physician(s)
   - 2.02 Dentist(s)
   - 2.03 Chiropractor(s)
   - 2.04 Hospital
   - 2.05 Emergency medical treatment
     - 2.05.01 Hospital emergency room
     - 2.05.02 Private medical center
3. Travel to restaurants
   - 3.01 Sitdown restaurants
   - 3.02 Fast food store
4. Travel to church
5. Travel to school
6. Travel to leisure locations
   - 6.01 Parks
   - 6.02 Movies
   - 6.03 Public gathering spots
   - 6.04 Library
   - 6.05 Other
7. Travel to banks
8. Travel to work site(s)
9. Travel between above locations

TP I (Desirable Precursors)

TP/I A	Identify: toilet; school storage area(s); personal storage area(s); seat/desk; exits; learning activity centers; rest area(s); seating area(s); sink; cafeteria; other DD classroom; kitchen; front office; speech; nurse; music; playground; bus stop; all other classrooms; other offices; hall bathrooms; emergency drill locations; walks; drive; lots; athletic field; teacher's lounge; pop machines; art room; music room; nurse's office; gymnasium; stores; physician; dentist; bank; school; school lounges; hospital; chiropractor; restaurants; church; grocery store; shopping center
TP/I B	Discriminate: "here/not here"; "school/not school"
TP/I C	Use: door knobs; stairs
TP/I D	Other: Locomote; Locate: peers, teachers and aides in homeroom context

T II: Goals and Objectives Related to the Use of Conveyances

T/II: A The Learner Will Follow Procedures for Travel

1. Use busses
   - 1.01 Schoolbus
   - 1.02 City bus
2. Use automobile
   - 2.01 Private car
   - 2.02 Taxi
3. Follow safety procedures during travel
   - 3.01 Bus
   - 3.02 Automobile
   - 3.03 Pedestrian

T/II: B The Learner Will Make Decisions Preparatory to Travel

1. Select appropriate clothing
2. Select and specify destination
3. Select and specify time to leave
4. Obtain funds when necessary
5. Select transportation

TP II (Desirable Precursors)

TP/II A Identify: destination; money; conveyance stops; fare box; weather activity;

TP/II B Discriminate: "car/city bus/schoolbus"; "taxi/private vehicle"; "here/other places"; "lost/not lost"

TP/II C Use: Money in exchange for services

TP/II D Other: Locomote

T 3 Goals and Objectives Related to Interpersonal Interactions While Traveling

1. Perform required interactions
    - 1.01 Pedestrians
    - 1.02 Transportation officials
        - 1.02.01 Bus driver
        - 1.02.02 Automobile driver
        - 1.02.03 Taxi driver
        - 1.02.04 Information personnel
        - 1.02.05 Ticket sellers
        - 1.02.06 Other
    - 1.03 Fellow passengers
    - 1.04 Police
    - 1.05 Other
2. Refrain from required non-interactions
3. Observe demeanor constraints
4. Observe conversation constraints
    - 4.01 Topics
    - 4.02 Length
    - 4.03 Other
5. Exhibit appropriate body language

T/III: B <u>The Learner Will Respond Appropriately to the Inappropriate Conduct of Others While Traveling</u>

1. Observe inappropriate conduct of others
    - 1.01 Aggression
        - 1.01.01 Physical
        - 1.01.02 Verbal
        - 1.01.03 Other
    - 1.02 Harassment
        - 1.02.01 Verbal
        - 1.02.02 Physical
        - 1.02.03 Other
    - 1.03 Teasing
        - 1.03.01 Misinformation
        - 1.03.02 Other
    - 1.04 Rudeness
    - 1.05 Other
2. Respond to inappropriate conduct of others
    - 2.01 Ignore inappropriate conduct
        - 2.01.01 Teasing
        - 2.01.02 Rudeness
    - 2.02 Seek assistance
        - 2.01.01 Aggression
        - 2.01.02 Harassment
        - 2.01.03 Other
    - 2.03 Avoid contact

TP/III (Desirable Precursors)

TP/III A Identify: officials (bus driver; bus monitor; police; information desk; lost and found)
TP/III B Discriminate: "Appropriate/inappropriate" conduct of self and others
TP/III C Use: Conveyances
TP/III D Other: Locomote

T 4 Goals and Objectives Related to Handling "Glitches"

T/IV: A <u>The Learner will Respond Appropriately to Schedule Changes</u>

1. Adjust when conveyance schedule changes
2. Adjust when personal routine changes
   - 2.01 School schedule
   - 2.02 Home schedule
   - 2.03 Other
3. Inform others who need to know when unavoidable problems cause schedule changes
   - 3.01 Vehicle breakdowns
   - 3.02 Weather imposed problems
   - 3.03 Personal errors (e.g., losing track of time)
   - 3.04 Changes in daily routine

T/II: B <u>The Learner Will Respond Appropriately to Emergencies During Travel</u>

1. Respond to vehicle problems
   - 1.01 Breakdowns
   - 1.02 Accidents
2. Respond to personal problems
   - 2.01 Illness/Injury
     - 2.01.01 Self
     - 2.01.02 Other
   - 2.02 Being lost
     - 2.02.01 Information sources
     - 2.02.02 Landmark identification

TP/IV (<u>Desirable Precursors</u>)

TP/IV A <u>Identify</u>: schedule changes; when lost; "responsible person"
TP/IV B <u>Discriminate</u>:
TP/IV C <u>Use</u>: Travel procedures
TP/IV D <u>Observe</u>: routine